



VARNVILLE ELEMENTARY

395 Pine Street East
Varnville, South Carolina

Grades	PK-3 Elementary School	
Enrollment	349 Students	
Principal	Donna G. Kinard	803-943-2376
Superintendent	Douglas McTeer	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	At-Risk
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

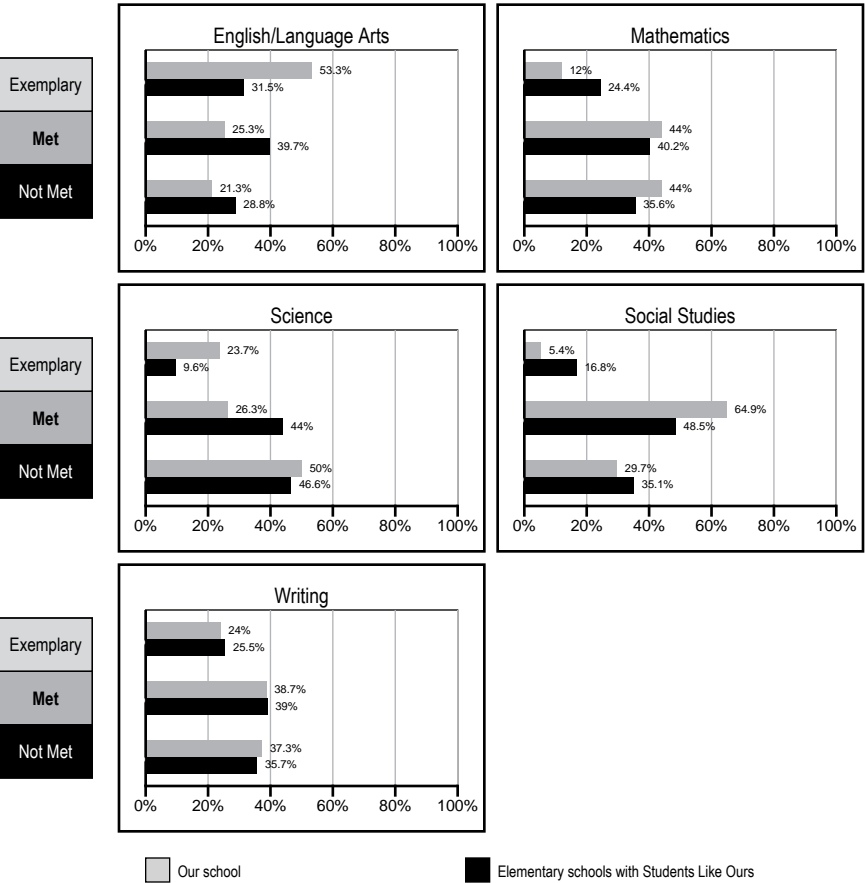
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	8	96	22	7

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=349)				
First graders who attended full-day kindergarten	98.0%	Down from 100.0%	100.0%	100.0%
Retention rate	4.5%	Up from 3.6%	1.7%	1.2%
Attendance rate	96.2%	No Change	95.7%	96.1%
Eligible for gifted and talented	1.9%	Up from 0.0%	7.2%	11.7%
With disabilities other than speech	2.8%	Down from 4.3%	8.8%	8.0%
Older than usual for grade	0.5%	Down from 1.2%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Up from 57.7%	58.1%	60.5%
Continuing contract teachers	96.2%	Up from 92.3%	83.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.8%	Up from 86.3%	85.2%	87.0%
Teacher attendance rate	95.4%	Up from 94.9%	95.1%	95.4%
Average teacher salary*	\$45,292	Down 2.1%	\$46,155	\$47,288
Professional development days/teacher	9.3 days	Up from 9.2 days	10.8 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 19.2 to 1	18.8 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 90.0%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,574	Up 17.6%	\$7,811	\$7,548
Percent of expenditures for instruction**	71.3%	Up from 68.8%	68.2%	68.7%
Percent of expenditures for teacher salaries**	64.5%	Down from 65.5%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Varnville Elementary School (VES) is committed to offering meaningful educational opportunities in a safe and nurturing environment. Our school is a three-time Red Carpet Award winner providing a family friendly atmosphere. We added a 4th Child Development Educational Pilot Program (CDEPP) class for eligible pre-k students.

Math continues to be a targeted area of improvement for our school due to this being the only objective we have missed out of 17 to meet AYP. We have a team of teachers working on the school and district level to study best practices. We use Fantastic Five and Calendar Math to help with improving and strengthening math skills. VES uses Measures of Academic Progress (MAP) data to monitor and guide instruction.

Our Reading Recovery teacher was instrumental in helping our 1st grade students become successful readers and providing grade level teachers with instructional tips and information for struggling readers. We were also fortunate to have three very special volunteers and tutors to assist in classrooms with students needing additional help. A Learning Lab teacher used a Promethean board and offered many resources to our K-3 students, ranging from music/literacy to social studies to enhancing reading. Dominie is used to provide teachers with valuable data to aid in making decisions.

VES made a "positive" change and implemented the Positive Behavior Interventions and Support behavior plan to become a PBIS school. The focus is on finding students displaying positive behaviors. Our CUBS know they can be responsible, use their minds, be respectful, and stay safe. Students earn positive paws and become a member of the 30, 50, 75, or 100+ Cub Clubs.

Many art opportunities were offered this year with three artist-in-residence. Our students participated in a dance program, a production of "The Grinch", and 3rd grade students published their own class book, "Family Love" with the help of an author.

The teachers and staff are truly dedicated and have been able to collaborate daily in their common planning time. VES has 8 National Board Certified Teachers. VES has received many grants including \$2,770 from Palmetto Electric Bright Ideas, \$500 Palmetto Pride After-School grant, \$800 Target grant, SC Aquarium field trip grant, the 21st Century "Seek 'N Grow" after-school grant, and several Donors Choose grants. We have a 3rd grade teacher who received the Red Apple Award from the Arnold Fields Endowment Foundation. Young Ambassadors from this Foundation also provided two computers for our school.

Staff members had the opportunity to be a 'cub buddy' and have a 'cubbie' to mentor during the year helping to enhance self-esteem in many students. VES participated in many service projects including Jump Rope for Heart, Relay for Life, Town of Varnville Arbor Day Program, 100 letters to 100 soldiers, Haiti Relief Collection, St. Jude's Math-A-Thon and many more.

Our success is attributed to our entire village and the role everyone takes in educating our students.

Sally Williams, SIC Chair
Donna G. Kinard, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	71	51
Percent satisfied with learning environment	82.1%	85.9%	87.8%
Percent satisfied with social and physical environment	92.9%	92.9%	88.2%
Percent satisfied with school-home relations	71.4%	90.0%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	77	100	21.3	25.3	53.3	89.3	79.5	83.5	Yes	Yes
Gender										
Male	33	100	30.3	27.3	42.4	84.8	73.8	80.1	N/A	N/A
Female	44	100	14.3	23.8	61.9	92.9	85.3	87	N/A	N/A
Racial/Ethnic Group										
White	33	100	9.7	25.8	64.5	96.8	83.1	89.6	I/S	I/S
African American	43	100	30.2	25.6	44.2	83.7	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	63.6	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	39	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	60	100	25.9	25.9	48.3	86.2	75.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	77	100	44	44	12	70.7	75.3	80.4	Yes	Yes
Gender										
Male	33	100	45.5	42.4	12.1	66.7	72.4	78.4	N/A	N/A
Female	44	100	42.9	45.2	11.9	73.8	78.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	33	100	29	51.6	19.4	87.1	82.5	87.8	I/S	I/S
African American	43	100	55.8	37.2	7	58.1	68.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	31	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	60	100	48.3	39.7	12.1	65.5	70.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	39	100	50	26.3	23.7	50	60.5	67.3
Gender								
Male	13	100	46.2	15.4	38.5	53.8	58.6	66.9
Female	26	100	52	32	16	48	62.3	67.7
Racial/Ethnic Group								
White	17	100	25	31.3	43.8	75	71.6	79.6
African American	21	100	71.4	19	9.5	28.6	49.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	28.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	100	58.6
Socio-Economic Status								
Subsidized meals	31	100	53.3	20	26.7	46.7	52.6	55.4

Social Studies

All Students	38	100	29.7	64.9	5.4	70.3	64.8	70.9
Gender								
Male	20	100	35	60	5	65	60.4	70.1
Female	18	100	23.5	70.6	5.9	76.5	69.5	71.7
Racial/Ethnic Group								
White	16	100	26.7	60	13.3	73.3	70.3	79.2
African American	22	100	N/A	N/A	N/A	68.2	60.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	25.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
Socio-Economic Status								
Subsidized meals	29	100	32.1	64.3	3.6	67.9	59.3	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	77	100	37.3	38.7	24	62.7	68.8	72.1	96.2	95.7
Gender										
Male	33	100	48.5	39.4	12.1	51.5	59.9	65.2	96.2	95.6
Female	44	100	28.6	38.1	33.3	71.4	77.9	79.2	96.1	95.9
Racial/Ethnic Group										
White	33	100	25.8	45.2	29	74.2	71.3	80.8	95.6	94.9
African American	43	100	44.2	34.9	20.9	55.8	66.2	59.7	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	87	95.6	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	64.6	98.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	13.8	27.7	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.2	63.7	97.3	96.9
Socio-Economic Status										
Subsidized meals	60	100	41.4	36.2	22.4	58.6	64.8	61.9	95.9	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	37.8	36.6	25.6	62.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	21.3	25.3	53.3	78.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	51.2	40.2	8.5	48.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	44	44	12	56
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	39	51.2	9.8	61
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	50	26.3	23.7	50
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	44	100	29.3	56.1	14.6	70.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	29.7	64.9	5.4	70.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	86	100	41	32.5	26.5	59
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	37.3	38.7	24	62.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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